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ABSTRACT

This document is the teacher's edition of a learning module designed to help nonnative English speakers develop basic workplace reading and writing skills. It was developed by educators from the Emily Griffith Opportunity School. The curriculum presented in the module is job specific and intended to serve as an example of how reading and writing might be taught to nonnative English speakers at a manufacturing worksite. Included in the manual are a foreword outlining the module's objectives and scope and sets of instructor notes and handouts on the following topics: skills assessment, needs assessment, general writing, company policy and forms, messages and notes, and spelling and grammar. The final section consists of brief notes and handouts for a final evaluation of students' written and verbal skills. A total of 28 handouts are included. (MN)

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ED 378 432

ESL IN THE WORKPLACE - READING & WRITING

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November 30, 1994

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ESL IN THE WORKPLACE - READING & WRITING

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Pam Ingram

November 30, 1994

INTRODUCTION TO THE WORKPLACE LITERACY PROJECT

This module was developed by educators from Emily Griffith Opportunity School as part of a National Workplace Education grant funded by the U.S. Department of Education. A cooperative effort between the business and education communities, the program was designed specifically to enhance employees' literacy skills.

Direct benefits to the workforce include improved morale and motivation, self-esteem, team work, and promotional opportunities.

We gratefully acknowledge the assistance of our partners. In addition we recognize all of the students who participated in classes and who provided us with invaluable feedback for strengthening future classes.

We hope partnerships such as these will provide the catalyst for developing new or continued on-site educational opportunities.

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FOREWORD

This reading and writing curriculum is job-specific and intended to be an example of how one might teach reading and writing to non-native English speakers at a manufacturing worksite.

Rather than list each day's session, I have included the main components of the course as well as some ideas I did not get a chance to try out. This particular class met for only ten weeks, once a week for two hours. I felt that barely gave us time to get started.

The students were all intermediate level readers, but verbal and writing skills varied greatly. The class was small, about eight students, which allowed for a good amount of individual help.

The company had recently begun to demand a higher basic skill level from its employees. An ESL reading and writing class therefore fit the bill. Management was interested in seeing workers show more understanding of forms and company policies as well as memos and other written communication.

In their needs assessment (see Handout 5), students expressed an interest in reading memos, writing notes, filling out forms, taking telephone messages, and of course, grammar and spelling.

The activities and handouts which follow are an attempt to meet the needs of both company and employees in the twenty hours the class met.

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SKILLS ASSESSMENT

INTERVIEWS (Handout 1)	Break the students into pairs. I usually have them pull numbers out of a box. Tell them to write down the information so that they can remember it. Grammar and spelling are not important. Come together as a class. Have each student share one interesting item about his/her partner. This is a good way to assess pronunciation, fluency, and general communication skills.
WRITING ASSESSMENT	Using the information from their interviews, ask the students to write a story about their partners. I encourage them to work together and ask each other for help with spelling, etc. I am not available for help. This way I can watch the process and take notes. Observation combined with seeing the finished product, usually gives me a pretty good idea of each student's level.
STUDENT STORIES (Handout 2)	Take the stories home to edit and type. Bring them back into the next class. Ask the students to read each story in pairs and then guess who the stories are about.
FILL IN THE BLANK (Handout 3)	As I edit the stories, I pull out the most common mistakes and create a cloze activity

to bring into the next class. I find that students connect more with familiar sentences than those found in most grammar books.

READING ASSESSMENT (Handout 4)

Hand out a story with follow-up comprehension questions and activities. You can write your own with work-specific information or pull one out of a text. I used a story from *The Working Experience 2**. With a multi-level class, this text is good because you can use similar stories from levels 1, 2, or 3.

I ask the students to read quietly to themselves first. You can learn a lot observing this time: who jumps right in to read, who looks at you expectantly, who reads without moving his/her lips, who still needs to read aloud, etc. After that, I encourage them to work together. You can still get a pretty good idea of level, and it's less intimidating than a formal test. I do not make myself available to answer questions, however, until they have had sufficient time to work it out on their own.

* *The Working Experience*, by Jeane H. Smith and Harry Ringel, New Readers Press

Handout 1

INTERVIEW

NAME _____

PARTNER'S NAME _____

1. Where are you from?

2. How long have you worked at this company?

3. What is your job?

4. Do you like Denver? Why?

5. Tell me about your family?

6. What do you like to do on weekends?

7. What is the most difficult part of your day?

8. If you won Lotto, what would you do?

Handout 2

STUDENT STORIES

1. My friend is from Vietnam. She's been at this company for eleven months. Her job is topstitch visor.

She told me she likes Denver because all of her family lives in Denver. Her family has six people; she and her husband and four sons. The oldest is twenty-one, the second is seventeen, the third is fourteen and the fourth is twelve.

On weekends, she likes to walk in the park.

The most difficult part of her day is in the morning when the alarm clock rings.

She said, "If I win Lotto, I'll buy a new house, a new car and new everything. After that, I'll go back to my country to visit everybody."

2. She's from Vietnam. She has worked at Regal a little less than eight months. Her job is utility. She likes Denver because Denver has a beautiful view. Her family is living in Denver. Her family has three people. She lives with her husband and her mother.

She likes to go shopping and visit her friends on weekends. She doesn't like to wake-up early on the weekends. If she wins Lotto, she wants to buy a new car.

3. She lives in Colorado. She is from Cambodia. She has worked at this company for almost eight years. She is a machine operator. She has five members in her family. She likes to clean house and take her kids shopping on the weekends.

Whenever she wins Lotto, she will go back to her country and help some poor people and buy everything she would like.

4. My friend is from Vietnam. She has been at this company for one year and three months. Her job is trimmer.

I asked her, "Do you like Denver? Why?"

She said, "Yes, I like Denver because in Denver the people are friendly."

She lives together with two sisters. They're twenty-one and eighteen years old. On weekends, she usually likes to go shopping. I asked her, "What is the most difficult part of your day?"

She said, "After lunch, I get sleepy."

If she won Lotto, she would buy a new house and a new car.

Now I will stop her story. I'll tell you something more about her later.

5. She is from Vietnam. She has worked about one and a half years at this company and her job is tape seam. She likes to live in Denver because she likes the weather, view and also she likes some people that lived close by her before. She has three people in her family. On weekends, she likes to stay home and watch TV and cook some food for her family. Sometimes she has problems with headaches.

She says if she wins Lotto, she wants to go back to her country to help some poor people and also she wants to travel around the world.

6. She comes from Vietnam. She has worked at this company for one year and four months. Her job is close halves. She likes Denver very much because in Denver there are very nice people and it has modern electronics. She lives with her family; her parents, brothers, and sisters. She likes to go to visit her friends and go anywhere on weekends. She doesn't like to cook on weekends. She wants to go travel if she wins Lotto.

Handout 3

FILL IN THE BLANK

1. She's been _____ this company for eleven months.

2. All of her family _____ in Denver.
(live)

3. The fourth son _____ twelve.

4. She likes to walk _____ the park.

5. The most difficult part of her day is in the morning when the _____ clock _____.
(ring)

6. She _____ _____ about one and a half years at this company.

7. She _____ three people in her family.

8. She wants to go back _____ her country.

9. In Denver the people _____ friendly.

10. She likes _____ go shopping.

11. If she won Lotto, she _____ buy ____ new house and _____ new car.

12. _____ name is Sarath Ken.

13. She has worked here _____ eight years.

14. She likes Denver very much because in Denver _____ _____ very nice people and it has modern electronics.

15. Her family _____ living in Denver.

Handout 4

How did you learn your job?

Getting Ahead

I know a lot about the factory where I work. I know more than some of the other workers because I've worked in a lot of departments.

I started out doing trimming, packing, pressing, and shipping. I switched back and forth between these different departments. Because I knew a lot, the managers always called on me. Now I work in the clerical department. That department needed somebody for filing. There was so much work. I don't know how I got this job, but whenever anybody needed help, someone would say, "Haydee can do it." I was always friendly, and I always helped them.

I guess knowing both Spanish and English helped. Sometimes I translate for the assistant personnel director. He's the man who hires for the shop.

I like to keep busy. That's why the bosses like me. We also have some computers now, and I learned how to use them for my job. I like to work. I do a good job. That's how I got ahead.

--Haydee Quintana
Puerto Rico

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True or False
Write **T** or **F** for true or false.

_____ 1. Haydee has worked in a lot of departments in the factory.

_____ 2. She started out in the clerical department.

_____ 3. She now works in the shipping department.

_____ 4. Haydee knows both Spanish and English.

_____ 5. Sometimes she translates for the assistant personnel director.

_____ 6. Haydee says she is friendly and helpful to the people she works with.

Multiple choice
Circle all answers that complete the sentence correctly. You may circle more than one. Look at the story if you need help.

1. Haydee has done
   a. packing.
   b. shipping.
   c. filing.
   d. translating.

2. Haydee is
   a. lazy.
   b. busy.
   c. hardworking.
   d. no longer working.

3. Now at work Haydee
   a. is working in the clerical department.
   b. uses computers for her job.
   c. occasionally translates for the personnel director.
   d. hires new people for the shop.

4. Haydee has gotten ahead at work because she
   a. is willing to help people.
   b. does a good job.
   c. tells other people what to do.
   d. keeps learning new skills.

LANGUAGE SKILLS

Vocabulary Review

Group the words below into two lists. Under "People," write the words that name people who work in a factory. Under "Activities," write the words that refer to activities that are done in a factory.

bosses	workers	managers	pressing
shipping	owner	trimming	packing
assistant personnel director		filing	

People	Activities
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Structure Practice

The word **because** introduces a reason.

Examples: Because I knew a lot, the managers always called on me.
I know more than some of the others because I've worked in a lot of departments.

Complete the following sentences in your own words.

1. Maria got a job as a housekeeper because _____
_____.

2. Sergio wants to become a pilot because _____
_____.

NEEDS ASSESSMENT

WHAT'S IMPORTANT (Handout 5)	Depending on the level of your class, you can have students do this assessment individually or as a class. I usually have more luck doing it as a group. Not only am I more confident that students understand but the class often brings up activities I have neglected to include on the list.
COMPLETE THE SENTENCE (Handout 6)	Have the students complete in class or at home. Encourage them to work together and try to help each other. I sometimes even leave the room to give them a chance to brainstorm and discuss their answers honestly. This activity often elicits responses different from Handout 5 and offers insights into student fears and goals.
WORK VOCABULARY (no handout)	Brainstorm as a group what reading and writing students need to do at work. List the various things they may need to read on the board e.g. memos, bulletin boards, electronic messages, and banners. Ask the students to bring one work-related word or phrase that they don't know into the next class. Hopefully, you can build a running vocabulary list by doing this each meeting. This serves as a continuous "needs assessment".

WORK VOCABULARY (continued)	Develop practice activities such as cloze activities, sentence writing, or crossword puzzles every few weeks.

Handout 5

WHAT'S IMPORTANT

NAME _____

	Very Important	So-So	Not Important
Reading Stories			
Reading the Newspapers			
Reading Notes from School			
Reading Work Memos			
Reading Work Policies			
Reading Signs at Work			
Reading Signs Outside Work			
Writing Notes			
Writing Letters			
Writing Stories			
Filling Out Forms			
Filling Out Applications			
Making Lists			
Addressing Envelopes			
Writing Checks			
Taking Telephone Messages			
Grammar			
Punctuation			
Spelling			
Other: _____ _____ _____ _____			

Handout 6

COMPLETE THE SENTENCE

1. Everybody needs to learn how to _____

   _____

2. The best part about learning English is _____

   _____

3. I am afraid to use English when _____

   _____

4. I like homework about _____

   _____

5. I want the teacher to talk about _____

   _____

6. The hardest part about learning English is _____

   _____

GENERAL WRITING

WRITING TOPICS
(Handouts 7 & 8)

Give students time in class at least once a week to write. The specific time will depend on the length of the class period and the level of your students. Because my group only met once a week, it was not possible to allow time for writing in each class, but if you meet twice a week it is time well spent. Possible topics might be

- My job
- My supervisor
- My first day at the company
- A funny experience at work
- A letter to the president of the company
- A problem at work
- My last job
- My best/worst job

For example, have the students write a description of their job. Tell them to think about someone else doing their job for a day. What would that person need to do? Be specific. Collect their papers, type, and edit.

Bring the typed stories back into the next class with company copies of their actual job description. Break students into groups by job, and have them read their job descriptions.

(This company had three page job descriptions. Depending on the level of your class, you may want to use only certain sections of the text.) Come back together and discuss new vocabulary. Ask them to compare their job description to their stories. Did they leave anything out? Did the company leave anything out? Give them time to re-write. This gives them a chance to add to their writing as well as note the corrections you have made.

DIALOGUE JOURNALS
(no handout)

Another way to give the students more writing practice is to use dialogue journals. Each student has a notebook used only for journal writing. With lower level classes I have gotten "blue books" at a college bookstore and handed them out. You can give time in class or have students write at home and bring it in. Have them hand in the journal once a week, every two weeks or whatever works for you. This is not a place for them to worry about grammar or spelling, but a place for them to write about anything they want with the focus on communication. You then write back to them, again focusing on content, not form. Your notes may include anything from "great" or "I never thought about that" to an account of a similar experience you once had.

I'm sure you are all familiar with dialogue journals. The reason I think they are a valuable tool in the workplace is that it is another way to get to know your students, it is a safe place for them to write about sensitive work-related topics and it often allows the

more timid student a way to communicate with the teacher. It is time-consuming for the instructor, but usually worth your while.

WRITING WARM UPS
(Handouts 9 - 11)

One problem with workplace classes, as with any adult education class, is that students rarely arrive on time. Rather than fighting the inevitable, I try to have some sort of warm-up activity to fill the first ten or fifteen minutes of class. The above-mentioned vocabulary list or dialogue journals are a couple of ways to start the class but I have also had success with complete-the-sentence activities like Handout 9. Handout 10 is another warm-up with corrections from the completed sentences. Cloze activities are a good way to work with the omission of the "little words" like "it", "to", or the missing final "s".

The class raised questions about opposites one day during a writing activity. Handout 11 was my attempt to offer a little more practice and review. I must admit, however, that I brought this matching activity in as a quick warm up and it ended up taking almost an hour of the class.

Handout 7

NAME _____

JOB TITLE: _____

Describe your job. What is your daily routine at work?

Handout 8

Regal Headgear, Inc.
Job Description

JOB TITLE: TRIM, INSPECT, AND CLEAN

EXEMPT: No
REPORTS TO: SUPERVISOR

PREPARED BY: LL DATE: 7/31/93

APPROVED BY: DATE: 7/31/93

SUMMARY: Responsible for trimming threads from caps and inspecting for faults on each cap trimmed.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

Picks up each cap and visually inspects caps to detect defective stitching, loose threads, color variations between thread and fabric, and uneven seams.

Cuts excess threads with scissors and/or nippers.

All orders are cleaned with an air blower.

Orders are to be kept together.

Stacks caps that fail to meet specifications in a box and notifies supervisor.

Regal Headgear, Inc.
Job Description

JOB TITLE: TRIM, INSPECT, AND CLEAN

EXEMPT: NO
REPORTS TO: SUPERVISOR

PREPARED BY: LL DATE: 7/31/93

APPROVED BY: DATE: 7/31/93

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:
High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience. On-the-job training is provided.

LANGUAGE SKILLS:
English skills are not required to perform this job.

REASONING ABILITY:
Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.

OTHER SKILLS AND ABILITIES:
Must have good gross hand dexterity and visual ability to see detail.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully

Job Description
JOB TITLE: TRIM, INSPECT, AND CLEAN

---

perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects. Hand motion, manual and finger dexterity is very important. The task of trimming requires holding the cap in the non-dominant hand with a pinch type grasp, using a thumb to anchor and fingers to support. The amount of force necessary to anchor the cap is minimal. The employee uses the dominant hand to hold the nippers or scissors to clip the excess threads. Once the threads are removed, the dominant hand utilizes the air hose, activating air pressure with a full hand grasp which distributes pressure points throughout the hand. The non-dominant hand is utilized to balance the caps. The employee has the opportunity to sit and stand on a alternating basis. Walking occurs on a minimal basis.

The employee is occasionally required to reach with hands and arms. Reaching at and above shoulder height occurs on a minimal basis. Reaching below shoulder height and slightly in front of the body occurs on a constant basis. The dominant hand does primary task functions and the non-dominant hand is used as a supportive or assistive manner.

Twisting is required on a minimal basis, usually moving completed pieces of work.

The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, color vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Handout 9

COMPLETE THE SENTENCES

1. My favorite food is _____
_____.

2. I like this class because _____
_____.

3. If I had $1,000, I would _____
_____.

4. The color I like best is _____ because _____
_____.

5. Television is _____
_____.

6. My favorite thing to do on weekends is _____
_____.

7. The most difficult thing about English is _____
_____.

8. In five years I want _____
_____.

Handout 10

YOU'RE THE TEACHER. YOU MAKE THE CORRECTIONS.

My favorite food is France.

I like this class because ___ help__ me understand more English.

I like this class because I want to learn English more.

If I had $1000, I would like _____ mail $1000 _____ _____ parent__ in Vietnam.

If I had $1000, I would like _____ deposit _____ in the bank.

My favorite thing to do on weekends is go to the shopping.

In five years I want ____ become _____ American citizen.

In five years I want to make money _____ buy my own house.

In five years I want my English ____ _____ better than now _____ I can take care ____ myself.

In five years I want to come back _____ my country.

In five years I want to come back _____ Vietnam ____ visit my brother and cousin.

Handout 11

MATCH THE OPPOSITES

1.	Push	_____	A.	Tight
2.	Wide	_____	B.	worst
3.	Loose	_____	C.	Short
4.	Clean	_____	D.	Win
5.	Absent	_____	E.	Lose
6.	Beautiful	_____	F.	Winter
7.	Happy	_____	G.	Pull
8.	Easy	_____	H.	Seldom
9.	Lose	_____	I.	Dirty
10.	Low	_____	J.	Sour
11.	Under	_____	K.	Past
12.	East	_____	L.	West
13.	North	_____	M.	Narrow
14.	Late	_____	N.	High
15.	Buy	_____	O.	Present
16.	Tall	_____	P.	Forget
17.	Often	_____	Q.	Sad
18.	Sweet	_____	R.	Ugly
19.	Good	_____	S.	Small
20.	Summer	_____	T.	Bad
21.	Big	_____	U.	South
22.	Find	_____	V.	Difficult
23.	Remember	_____	W.	Over
24.	Future	_____	X.	Sell
25.	Best	_____	Y.	Early

COMPANY POLICY AND FORMS

TALK ABOUT THE PICTURE
(Handout 12)

I used this chapter from the book *Workskills 2** as a general introduction to this subject. These activities can easily be spread over two classes.

As a pre-reading activity, have the students fold the page in half and focus only on the picture. Ask them "What do you see?" "Where is he?" etc. Break them into pairs. Have them unfold the paper and work together to answer questions. As a class, share answers. Focus on the term *leave of absence*.

ANTONIO'S BAD BREAK
(Handout 13)

Have students read Antonio's story silently, then take turns reading aloud. Or read the story to the class before handing out a copy. Add any new vocabulary to the class list. Have students get into pairs or small groups to answer the question at the end of the story. Come back together to share answers and discuss.

UNDERSTANDING NEW WORDS
(Handout 14)

Have students retell Antonio's story in their own words if a review is needed. Have them complete the vocabulary handout in pairs. Correct as a class. If more practice with

* *Workskills* by Susan G. Quatrini, Prentice Hall Regents

	words seems necessary, have them write their own sentences using the vocabulary.
WHAT IS <u>YOUR</u> COMPANY'S POLICY? (Handout 15)	As a class, read each scenario. Discuss the situations and decide how they would be handled at this company. Brainstorm the different forms they might need to fill out and write the list on the board.
PERSONAL DAY REQUEST FORM (Handout 16)	As a class define *personal day*. Look back at Handout 15 if necessary. Which scenario might call for a personal day? Has anyone ever taken one? etc. Hand out the form. Give them time to look at it, then as a class discuss any new vocabulary. Brainstorm a situation appropriate to their workplace and have everyone practice filling out the form.
FUNERAL PAY REQUEST FORM (Handout 17)	Follow same steps as above.
VOCABULARY REVIEW (Handout 18)	Give students time to review vocabulary from personal request and funeral pay request forms.
FILL OUT THE FORMS (Handout 19)	Pass out stories. Read silently, then as a class. Have them work together to fill out forms. Discuss the last part of Khen's story. What is a *leave of absence*? Make sure to give students another copy of personal request and funeral pay request forms.

LEAVE OF ABSENCE (LOA)
(Handout 20)

Give students a copy of the company LOA form. Read together and go over difficult words. Add them to your ongoing list. Discuss the times when someone might need to use this form. Go back to Khen's story and fill the form out with his information.

NOTE: There was one student in our class who was planning a trip to Vietnam and needed to go through this process. We discovered that she would also need a letter explaining why she needed/wanted to go. The more convincing the letter, the better her chance of getting her request approved. The class was willing, so we spent a great deal of time helping her compose this letter.

MEDICAL FORM
(Handouts 21 & 22)

Brainstorm medical reasons for needing to take a LOA. Hand out Kathy's Story. Give the students the form without prepping them and see how they do filling it out with the information given. When they finish, go over any problems. Make sure everyone understood the headings at the top of each section. Did they try to fill out the physician's section? etc.

MEMO
(Handout 23)

Read the memo as a class. Discuss new vocabulary. Brainstorm other memos they have seen and what they were about. Make a list on the board of memo topics. Divide into groups. Have each group pick a topic and write a memo. Have the final draft on flipchart paper so everyone can share.

MEMO
(Continued)

We did this activity towards the end of the ten weeks. If I were doing it again, I would move it to the beginning of the course. This way students would be more aware of memos they received over the course of the class and would be more likely to bring their questions in. I would also ask supervisors to bring any memos they want covered to my attention.

Handout 12

TALK ABOUT THE PICTURE

Credit: Charles Gupton/UNIPHOTO

1. What happened to this man? _____
   _____
2. How do you think it happened? _____
   _____
3. Can he work? _____
   _____
4. What do you think will happen if he can't work? _____
   _____
5. What is a *leave of absence?* _____
   _____

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Handout 13

READING ABOUT WORK

Antonio's Bad Break

Yesterday was Sunday, so Antonio didn't go to work. He and some of his friends decided to play a game of soccer in the afternoon. Antonio was excited and happy because he was playing a good game. He even helped to make one of his team's goals. The score was 3-1. Antonio's team was winning, but then something terrible happened! Antonio and his friend Rico were both trying to get the ball, when they crashed into one another. Antonio fell on his arm. He knew right away that something was wrong because his arm hurt so much.

Antonio lay on the field. He couldn't get up. His friends ran over to help him. They decided to take him to the emergency room at the hospital. When they arrived at the emergency room, it was very crowded. Antonio had to wait half an hour before a doctor looked at his arm and took X-rays. Antonio waited anxiously for the results of the X-rays.

A nurse told him that his arm was broken. The doctor put a cast on it. He told Antonio that it was necessary to keep his arm in the cast and immobile for four weeks.

Antonio was very upset. He started to think about his job. He liked his job in the factory, where he had started to work as a packer only two months ago. And now his arm was in a cast! How could he work? What would happen?

On Monday morning, Antonio called his boss and told him about the accident. The doctor said that he could not work for a month.

What do you think Antonio's boss said to him?

Handout 14

Understanding New Words

Circle *a* or *b*.

1. The score was 3-1.
   a. One team had 3 points. The other team had 1 point.
   b. This is a math problem. The answer is 2.

2. Antonio and his friend Rico crashed into each other.
   a. They ran into each other very hard.
   b. They ran past each other.

3. Antonio knew right away that something was wrong.
   a. He found out later that something was wrong.
   b. He found out immediately that something was wrong.

4. The emergency room was very crowded.
   a. The emergency room was very noisy.
   b. There were many people in the emergency room.

5. Antonio waited anxiously.
   a. He was very nervous and worried.
   b. He was very relaxed and calm.

6. The doctor put a cast on Antonio's arm.
   a. The doctor put a special covering to help fix Antonio's broken bone.
   b. The doctor put a jacket on Antonio's Arm.

7. It was necessary to keep his arm immobile.
   a. He needed to exercise his arm.
   b. He could not move his arm.

8. Antonio was very upset.
   a. He was very unhappy and angry.
   b. He was very surprised.

9. He liked his job as a packer.
   a. He liked his job inspecting products.
   b. He liked his job putting products in boxes.

Handout 15

WHAT IS YOUR COMPANY'S POLICY?

1. Tran is very sick. He has a bad cold and a fever. He plans to go to the doctor this afternoon. He knows that he will miss a few days of work. How many times does he need to call his boss? Only the first day that he is sick? Or every day that he is sick? Does he need a note from his doctor?

2. Mohammad wants to celebrate Eid Ul Akber. This is a religious holiday in his country, but it is not a holiday in the United States. He wants to take off one day of work. Can he do this?

3. Rosalia is pregnant. She will have her baby in about four weeks. She wants to stay at home as long as possible with her new baby. How long can she stay with her new baby before she has to go back to work?

4. Last night, Krystyna received a phone call from her mother in Poland. Her father is very sick, and he wants Krystyna to visit him. Krystyna has not visited her family for five years, so she wants to go. She wants to stay in Poland for two weeks. What can she do?

5. José's grandmother died in Mexico. He wants to attend the funeral. He needs to leave for Mexico tomorrow. What does José need to do?

6. Lien's daughter is very sick. She needs to have an operation, and Lien wants to be with her daughter when she goes to the hospital. Lien wants to take off ten days of work to be with her daughter. What is the company policy?

Handout 16

PERSONAL DAY REQUEST FORM

TWO WEEKS NOTICE IS REQUIRED FOR PERSONAL DAY REQUEST APPROVAL.

EMPLOYEE NAME: _____ DATE: _____

EMPLOYEE #: _____ DEPARTMENT: _____

I am requesting personal pay for the following date(s):

Start date: _____
End date: _____
# of personal hours requested: _____

EMPLOYEE: _____ DATE: _____

Request: Approved ____ Denied ____

COMMENTS: _____

_____

SUPERVISOR: _____ DATE: _____

FOR PAYROLL USE ONLY:

Personal hours available: _____
Hours used this request: _____
Remaining available hours: _____

PROCESSED BY: _____ DATE: _____

02/92

WHITE-H/R **YELLOW-SUPV.** **PINK-P/R**

Handout 17

FUNERAL PAY REQUEST FORM
(Union)

Employee Name: _____ Emp #: _____

Dept.: _____ Date: _____

In consideration of Article 13 of the ACTWU Agreement, I am applying for pay for the following days to make arrangements for or to attend the funeral of an immediate family member as listed below. A total of *2 days* Bereavement Pay will granted for in-state funeral and *3 days* for out-of-state funerals.

I understand that I am required to provide documentation (funeral notice from newspaper, death certificate, or other information from the mortuary) in order to receive payment.

Relationship of employee to deceased:

(___) Spouse
(___) Mother
(___) Father
(___) Sister
(___) Brother
(___) Child
(___) Grandmother
(___) Grandfather
(___) Mother-in-law
(___) Father-in-law
(___) Grandchild

DATE(S) OF ABSENCE: _____

HOURS OF FUNERAL PAY REQUESTED: _____

_____ _____
(Employee signature) (Date)

_____ _____
(Supervisor) (Date)

_____ _____
(Human Resources) (Date)

_____ _____
(Payroll Processor) (Date)

OFFICE USE:

Hours Paid: _____ P/E Date: _____ Check Date: _____

1/94

Handout 18

VOCABULARY REVIEW

Write the correct letter

1.	_____ spouse	a.	ask
2.	_____ out-of-state	b.	funeral home
3.	_____ request	c.	dead
4.	_____ **not** immediate family	d.	husband, wife
5.	_____ in-state	e.	cousin, uncle
6.	_____ mortuary	f.	Colorado
7.	_____ deceased	g.	California

Use these words in the sentences below

required	bereavement pay	approved	denied
funeral	human resources	payroll	

---

1. The _____ department takes care of paychecks.
2. You must have a driver's license to drive. It is _____.
3. Her supervisor said no. Her request for personal days was _____.
4. Her supervisor said yes. Her request for personal days was _____.
5. When her grandfather died he had to fly home to attend the _____.
6. Funeral pay is also called _____.
7. Turn in your forms at the _____ office.

Handout 19

FILL OUT THE FORMS

1. Kim Lee is an employee at Regal Headgear. Her employee number is 2357. Her department number is 103. She has been working at Regal Headgear for two years.

   Kim requested two personal days on June 6 and June 7. She hasn't taken any personal days so far this year. Her supervisor, Karen Smith, approved her request. Kim is happy to have some time off.

2. Khen Luang is an employee at Regal Headgear. His employee number is 2901. His department number is 105. He address is 516 Washington St. He lives in Denver and his zip code is 80029. His phone number is 333-7874.

   He just received a call from Cambodia telling him that his grandfather died. He would like to go home to attend the funeral. He will ask for three days funeral pay for May 25 through May 27 and take a leave of absence for the rest of his time off. He is planning to return to work on June 20.

   What does Khen need to bring back as documentation?

   _____

   _____

Handout 20

REGAL HEADGEAR
LEAVE OF ABSENCE REQUEST FORM

NAME_____ DATE_____
JOB TITLE_____ DEPT_____
ADDRESS_____ PHONE_____

I hereby request a Leave of Absence beginning _____ and ending on _____ for the following reason (extensions to this date must be approved PRIOR to LOA end date):

/ / **Personal** / / **Military** / / **Other**_____
Supporting documentation attached _____

/ / **Medical** (attach an Attending Physician's Statement)

EMPLOYEES REQUESTING A MEDICAL LEAVE MAY BE REQUIRED TO UNDERGO AN EXAMINATION BY A PHYSICIAN OF IMPERIAL'S CHOICE TO CONFIRM THE NEED FOR MEDICAL LEAVE. EMPLOYEES ARE ALSO REQUIRED TO SUBMIT PERIODIC PHYSICIAN STATEMENTS WHILE ON MEDICAL LEAVE. A PHYSICIAN'S STATEMENT, SPECIFYING PHYSICAL RESTRICTIONS (IF ANY), MUST BE SUBMITTED RELEASING YOU TO RETURN TO WORK AT THE END OF THE LEAVE TERM.

Requests for an **EXTENSION** of any leave must be submitted with documentation for approval PRIOR to the expected return date.

I understand that I am responsible for paying the following insurance premium(s) to Imperial during my absence and that failure to do so will result in cancellation of coverage. I will receive a notice from the Human Resource Department informing me of the amounts due.

/ / Kaiser / / BCBS Health
/ / BCBS Dental / / New York Life

Misrepresentation of a leave of absence or failure to return to work on the agreed date may result in termination.

_____ _____
Employee Signature Date

_____ _____
Supervisor Signature Date

Maximum Length Approved_____ _____
9/92 H.R. approval Date

WHITE–HUMAN RESOURCES YELLOW–SUPERVISOR PINK–EMPLOYEE

Handout 21

KATHY'S STORY

Kathy Jones is an employee at Regal Headgear. Her department number is 103. She is 35 years old. She just celebrated her birthday on May 27. Her address is 237 E. Loden St., Denver. The zip code is 80219. Her telephone number is 333-4975.

On May 14, Kathy slipped in her bathtub at home. She fell and broke her arm. Now she has a cast and a sling. The doctor does not expect her to return to work until June 17.

Fill out a leave of absence form and medical form for Kathy.

Handout 22

SHORT TERM DISABILITY CLAIM STATEMENT

Standard INSURANCE COMPANY PORTLAND, OREGON
Dedicated to Excellence
P.O. Box 2800, Portland, OR 97208-2800

Please note: Each space on this form should be filled in to avoid delay in the processing of your claim. If a question does not apply, or the information is unavailable, please indicate in the space provided.

PART I. TO BE COMPLETED BY INSURED EMPLOYEE

(1) Full Name _____ Social Security No. ____–____–____
Street Address _____ City _____ State _____ Zip Code _____
Area Code _____ Telephone No. _____ Birthdate ____/____/____ Sex (circle) Male Female

(2) Last day at work ____/____/____

(3) Date you returned to work ____/____/____ or Date you expect to return to work ____/____/____

(4) Why are you unable to work: _____ ☐ Illness? ☐ Injury?
Date you became unable to work as a result of disability ____/____/____ Time _____
If injured, where did accident happen: ☐ Home ☐ Work ☐ Other (specify) _____
Describe the facts surrounding the accident: _____
_____

(5) Is your injury or illness job-related? ☐ Yes ☐ No
Have you filed for Workers' Compensation? ☐ Yes ☐ No If No, do you intend to file? ☐ Yes ☐ No

I certify the above answers are true and complete to the best of my knowledge and belief.
Signature _____ Date ____/____/____

Please read and sign the attached Authorization and submit it with your Claim Statement.

PART II. TO BE COMPLETED BY THE EMPLOYER

(1) Date employed ____/____/____ Last day at work ____/____/____
Date employee's insurance effective ____/____/____ Date of return to work ____/____/____

(2) End of sick leave, if applicable ____/____/____

(3) Is medical condition due to employment? ☐ Yes ☐ No

(4) Has employee filed for:
Workers' Compensation? ☐ Yes ☐ No Weekly Amount $ _____
State Disability? ☐ Yes ☐ No Weekly Amount $ _____
Unemployment Benefits ☐ Yes ☐ No Weekly Amount $ _____

(5) Is employee insured by Standard Insurance Co. for: Group Long Term Disability? ☐ Yes ☐ No Group Life? ☐ Yes ☐ No

(6) Job Title _____

(7) Job status when disability began:
☐ Full Time (_____ hours/week)
☐ Part Time (_____ hours/week)
Seasonal ☐ Yes ☐ No

(8) If not at work when disability began, check status:
☐ Terminated ☐ On leave of absence
☐ Laid off ☐ On sick leave

(9) Answer the following questions that are applicable to your group policy: (check appropriate box)

Salary or Commission Rates
☐ Hourly rate $ _____
☐ Weekly rate $ _____
☐ Monthly rate $ _____
☐ Yearly rate $ _____

Job Classification
☐ Owner or Executive
☐ Manager or Sup't
☐ Foreman or Supervisor
☐ Other (specify) _____

(10) Is employer (check one): ☐ Public-sector ☐ Private-sector

(11) Is this employee subject to: Social Security taxes? ☐ Yes ☐ No Medicare Taxes ☐ Yes ☐ No
Is this employee subject to unemployment compensation and/or State Disability tax? ☐ Yes ☐ No

(12) Does this employee pay all or a portion of the premium for insurance coverage? ☐ Yes ☐ No
If yes, what percentage of premium does the employer pay ____ %, the employee ____ %
Has the contribution percentage changed within the last three years? ☐ Yes ☐ No
Are STD premiums paid through an IRC Section 125 (cafeteria) plan? ☐ Yes ☐ No

Employer _____ Policy Number _____
Address _____ City _____ State _____ Zip Code _____
Area Code _____ Telephone _____
Prepared by _____ Title _____ Date ____/____/____

NOTE: PHYSICIANS STATEMENT — TO BE COMPLETED ON REVERSE SIDE (OVER)

SI-14-2047 (9/90)

PART III. TO BE COMPLETED BY PHYSICIAN

DEAR DOCTOR: Please help expedite the processing of your patient's claim by answering each question completely. The patient is responsible for any costs associated with the completion of this form.

(1) Diagnosis _____

(2) Symptoms _____

_____

(3) When did symptoms appear or accident happen? _____/_____/_____

Date patient first consulted you for this condition: _____/_____/_____

Dates of subsequent treatment _____

_____

Date you recommended patient should stop working: _____/_____/_____

(4) If pregnancy, expected delivery date: _____/_____/_____

(5) Has patient ever had same or similar condition? ☐ Yes ☐ No

If Yes, state when and describe: _____

_____

(6) Is condition due to illness or injury arising out of patient's employment? ☐ Yes ☐ No

Did you complete a Workers' Compensation claim for this condition? ☐ Yes ☐ No

(7) Describe nature of any surgical or obstetrical procedure performed:

_____

_____

Date performed _____/_____/_____

(8) If patient was hospitalized, Name of Hospital _____

Date admitted _____/_____/_____ Date discharged _____/_____/_____

(9) Why is the patient not able to work at his/her regular occupation? Describe the patient's work limitations and physical and mental restrictions.

_____

_____

_____

_____

(10) How long do you anticipate the patient will be unable to work at his/her regular occupation?

From _____/_____/_____ and Ending _____/_____/_____

(11) Is the patient competent to endorse checks and direct the use of the proceeds? ☐ Yes ☐ No

Remarks: _____

_____

_____

Name of physician completing this form _____ Specialty _____

Address _____ City _____ State _____ Zip Code _____

Area code _____ Telephone No. _____ Taxpayer Identification No. _____

Signature _____ Date _____/_____/_____

Return to: Standard Insurance Company
Group Benefits - STD
P.O. Box 2800
Portland, OR 97208-2800

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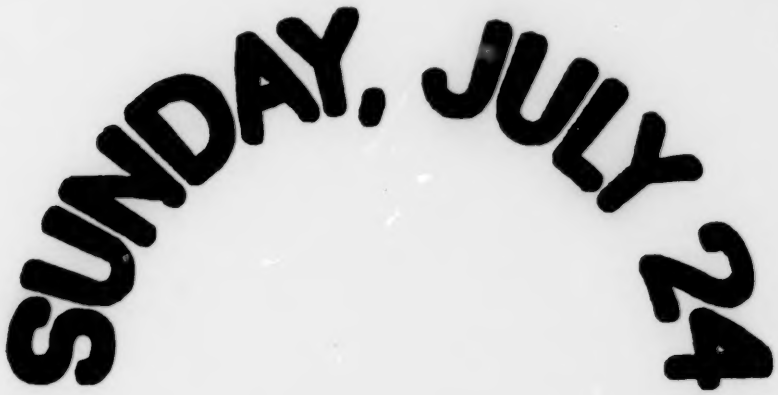
Handout 23



THE REGAL EVENT OF THE SUMMER!!!!

OUR 1994 COMPANY PICNIC WILL INCLUDE SOME *GREAT* ENTERTAINMENT!! THE REGAL CHALLENGE TEAM TAKES ON THE OFFICIAL REGAL SOFTBALL TEAM TO SEE WHICH TEAM IS BEST! *CAN THE CHALLENGERS BEAT THE REGAL SOFTBALL TEAM?* THEY CERTAINLY ARE ANXIOUS TO IMPROVE THEIR 0-1 RECORD! IT WILL BE FUN (AND PROBABLY ENTERTAINING) TO WATCH REGAL SOFTBALL HISTORY IN THE MAKING!

PLAN NOW TO JOIN US! THE PICNIC WILL BE AT ROCKY MOUNTAIN LAKE PARK NEAR I-70 AND LOWELL BOULEVARD. WE'LL HAVE *LOTS* OF FOOD AND OLD-FASHIONED FUN FOR EVERYONE! WATCH THE NEWSCENTER FOR MORE DETAILS, BUT MARK THE DATE ON YOUR CALENDAR NOW!

SEE YOU THERE!!

MESSAGES AND NOTES

NOTES
(no handout)

Give the students a situation. For example, "You get an emergency call from home and must leave work immediately. You cannot find your supervisor so you want to leave her a note." Break the students into pairs to compose a note. Have them write it on to flipchart paper. Hang the notes in front of the classroom for everyone to discuss. Brainstorm other times they need to write notes.

As a follow-up give students a scenario and have them write a note. Have them work alone and don't let them show anyone their work. List each scenario on the board. For example:

Write a note to your child's teacher to explain a missed class.

Write a note to your teacher explaining why you will not be in class.

Leave a note for your husband/wife asking him/her to buy milk.

Have each student read his/her note aloud for the class. The other students then try to guess which scenario belongs to them.

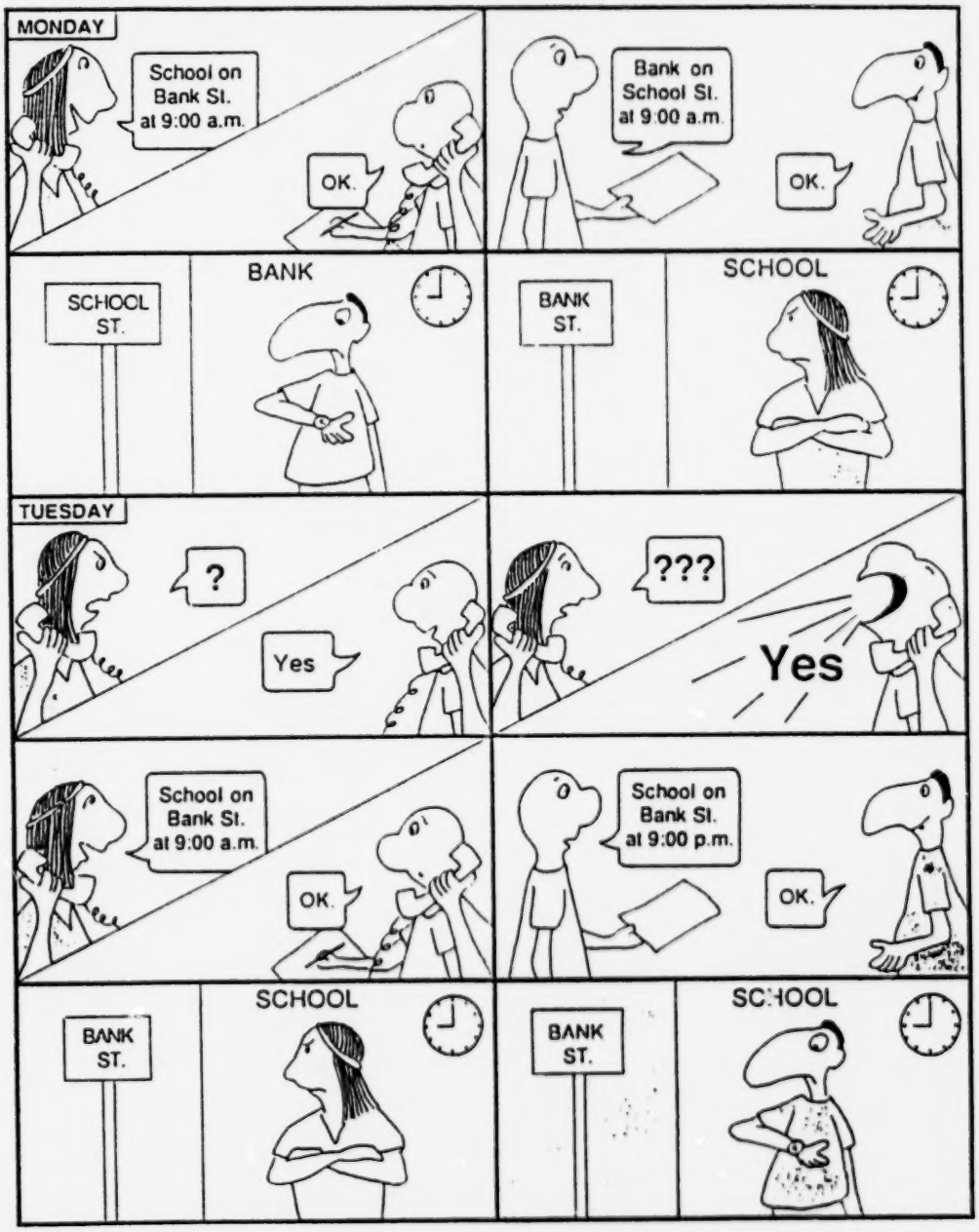
TAKING MESSAGES	Have a discussion with the class about taking and leaving messages. Ask if they feel comfortable leaving messages. Do they have someone do it for them? Have they ever had problems relaying messages?
THE WRONG MESSAGE (Handout 24)	I have had great success using this story from *Picture Stories**. Students enjoy the humor and often have similar experiences to share. I usually tell the story to the class twice. Then I ask one or two students to tell it in their own words.
PUT THE STORY IN ORDER (Handout 25)	After they put the story in order, we review the story again. This time each student can relate one square of the story. With a higher level class, try the ordering activity first.
WRITE THE STORY (Handout 26)	Brainstorm new spelling words on the board then ask each student to write the story. Type and edit the stories to use in the next class. As a further follow-up, students could write about a time they experienced an embarrassing miscommunication in English.

* *Picture Stories* by Fred Higon and Elizabeth Tannenbaum, Longman Press

Handout 24

The Wrong Message

Listen to the story. Now retell it in your own words.



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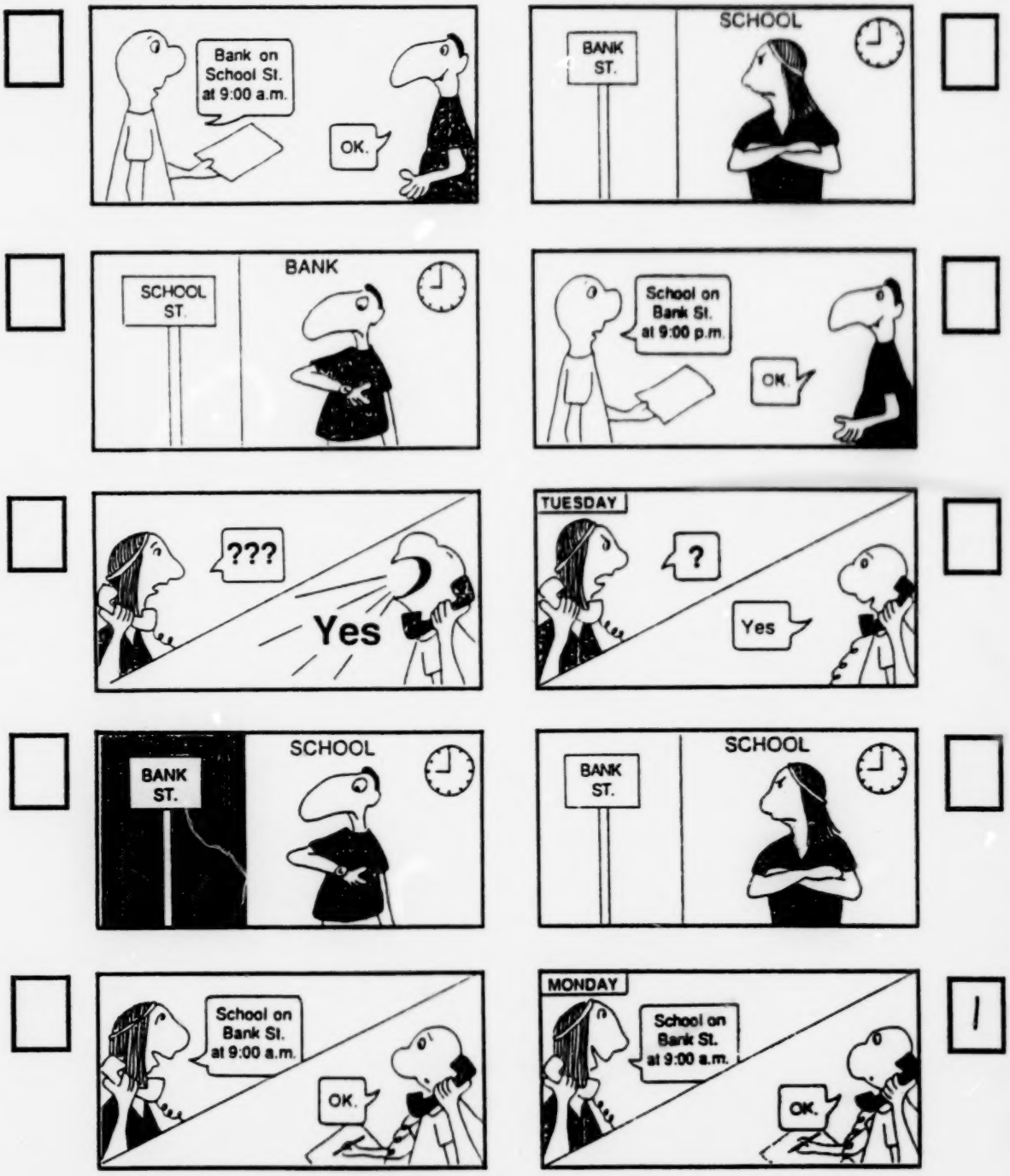
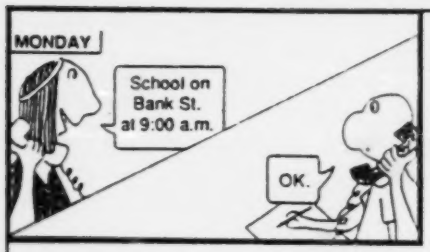
Handout 25

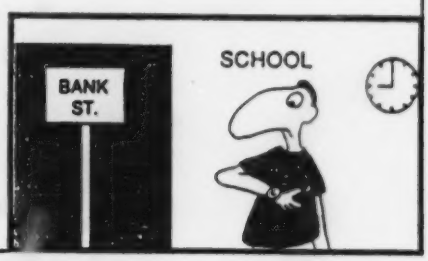
Put the story in order



Handout 26

Write the story





SPELLING AND GRAMMAR

Inevitably spelling comes up on the student needs assessment. Unfortunately, we never seem to have enough time to get to it. Given more time and discipline, I would have liked to have incorporated a small amount of time to spelling each week.

One idea would be to spend time at the end of each class having the students come up with spelling words pulled from the day's activities. These words would then be on weekly quizzes. Another way to come up with the list, would be to have a piece of paper on the wall where students and the teacher could list difficult words and language problems as they come up during class time. This could be done without interrupting the flow of the lesson and the list could be discussed at the end of class.

Grammar is another difficult area to cover in twenty hours. I tried to bring in exercises that addressed problem areas that came out in student writing. I also made copies of grammar exercises from various books and made them available for homework. This class was especially diligent about doing their homework, which meant I had to be especially diligent about getting their papers corrected.

CLASS EVALUATION

VERBAL (Handout 27)	As a group, brainstorm a list of what the students have done during this course. Ask them to be specific. This gives you a good idea of what activities made an impact, or which activities they enjoyed the most.
WRITTEN (Handout 28)	Ask students to fill this out as honestly as possible. Let them work together. With higher level classes it is sometimes a good idea to leave the room.

Handout 27

IN THIS CLASS, WE HAVE STUDIED...

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Handout 28

EVALUATION

Circle one answer:

1. The class was

   very easy easy OK difficult very difficult

2. The teacher was

   easy to understand so-so difficult to understand

Answer these questions:

3. What did you like about the class?

   _____
   _____
   _____
   _____

4. What did you **NOT** like about the class?

   _____
   _____
   _____
   _____

5. Next class, I want to study

   _____
   _____
   _____
   _____

6. Comments